



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Effective Communication for Conservation				
Module Code	USSKBD-15-2	Level	2	Version	1
Owning Faculty	Health & Applied Sciences	Field	Biological, Biomedical and Analytical Sciences		
Contributes towards	FdSc. Integrated Wildlife Conservation				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/14
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> Identify key sub-groups within intended audiences and understand each group's attitudes, motivations, and drivers of behaviour (assessed in component A). Determine a suitable communication method and medium for a given target audience, and identify its strengths and weaknesses (assessed in component A). Demonstrate familiarity with the wide spectrum of print and broadcast media, and the use of social, mobile and web-based technologies (assessed in component A, B).

	<ul style="list-style-type: none"> • Demonstrate breadth and flexibility in writing styles and other methods of communication (assessed in component B). • Display the practical communication skills necessary for taking conservation to a variety of audiences (assessed in component A, B).
Syllabus Outline	<p>This module is all about people; how best to understand them, and communicate with them for effective conservation outcomes. The module explores the psychology of decision-making and behaviour-change, and how conservation messages are best communicated to different audiences. It seeks to identify the motivations of organisations and individuals that both devise such communication initiatives, and are the intended recipients of them. Students will also explore the rationale for, and approaches to, evaluation of such initiatives. The emphasis in this module is on developing the practical skills necessary to effectively communicate conservation messages with the aim of encouraging the adoption of more environmentally friendly behaviour patterns.</p> <p>The course will use case-studies, guest speakers and practical exercises to introduce a wide variety of methods and media for conservation communication. A range of audience types will also be considered.</p> <p>Students will develop practical skills related to presenting information to public audiences, using both direct interventions (such as exhibitions, popular lectures and informal events) as well as through a variety of media. In addition, students will develop skills in the design, implementation and evaluation of projects. Indicative content will include:</p> <ul style="list-style-type: none"> • Public opinion and attitude research, and audience segmentation methods • Writing for different audiences, including signage, the production of educational or marketing material, and engaging with defined audiences through other media such as film or social media • Planning and implementing a communication initiative • Practical approaches to evaluation <p>Topics covered include: critical appraisal of previous communication initiatives, both within conservation field and learning from other sectors; learning styles, psychology and the drivers of attitudes and behaviours; audience segmentation; exploration of the extent to which different approaches encourage one way or two way communication; appreciation of methodologies for targeting specific sub-groups, and approaches to planning and evaluating science communication initiatives.</p>
Contact Hours	Scheduled learning Students can expect to receive a minimum of 48 hours taught

material. This will be delivered as Interactive lectures and lectorials (24 hours) Workshops (12 hours) field practicals and visits (12 hours). Field visits will include two whole-day trips to local employers to develop practical skills directly related to students' employability.

Independent learning Students are expected to spend 102 hours on independent learning tasks and preparation of assessments.

Teaching and Learning Methods

This module will be delivered primarily using problem-based learning, lectures and practical workshops. Problem-based learning will be used to actively engage students in the theoretical concepts underpinning this unit and highlight their relationship to the practice of presenting issues about wildlife conservation. Considerable emphasis will be placed on developing understanding of the contexts in which wildlife conservation is communicated and the methods that can be used to take conservation issues directly to the public. Workshop sessions will be designed to stimulate different communication scenarios, wherein students will develop their practical skills in planning, presenting and evaluating communication initiatives. In addition, Bristol Zoo offers a wide range of communication activities which can act as exemplars, and as case-studies for evaluation. Formative assessment opportunities will help encourage students to develop the ability to critique their own and peers' approaches to science communication.

In class teaching and learning will be supplemented by directed and independent learning. This will include exploration of a variety of conservation communication methodologies.

Key Information Sets Information

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	48	102	0	150



Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
	100%

<p>Reading Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
<p>Indicative Reading List</p>	<p><i>Indicative Reading List:</i></p> <p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Books</p> <p><i>Most recent editions of:</i></p> <p>Corbett, J. B. Communicating Nature: How we create and understand environmental messages. Island Press, Washington.</p> <p>Brake, M & Weitkamp, E. Introducing Science Communication: Palgrave MacMillan, Basingstoke.</p> <p>Theaker, A. The Public Relations Handbook 6. Routledge, London.</p> <p>Dickens, P. Society and Nature, Polity, Cambridge.</p> <p>Deegan, D Managing Activists: A Guide to Dealing with Activists and Pressure Groups. Kogan Page, London.</p>

Cutlip, S. Effective Public Relations. Pearson Education.

Cox, S. Environmental Communication and the Public Sphere. Sage

Journals

Environmental Communication, a journal of nature and culture

International Journal of Sustainability Communication: Research and Practice for a Sustainable Future

Journal of Science Communication (online publication; jcom.sissa.it)

Websites and Portals

British and Irish Association of Zoos and Aquariums – <http://www.biaza.org.uk>

Bristol Natural History Consortium, Communicate conference - <http://www.bnhc.org.uk/home/communicate.html>

Part 3: Assessment

Assessment Strategy

The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the module's Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom. Assessments includes both summative (assessment that contributes to module mark) and formative (assessment that does not contribute to module mark) assessment and feedback opportunities.

The Controlled Conditions component of the assessment (Component A) requires students to create and present a new conservation campaign for their chosen campaign topic. They have to identify the motivations of their specific concept/demographic, outline and justify their methodologies for targeting specific sub-groups within the chosen audience, and demonstrate their understanding of the psychology of decision-making and behaviour

	<p>change. This assessment integrates subject-based skills in effective communication for conservation with additional key graduate skills including the ability to communicate effectively, present findings via a range of media, and develop oral and visual presentation skills.</p> <p>The Coursework component of the assessment (component B) is a written (1,000 words) critical analysis of a conservation campaign for a given species or issue. Safeguarding a future for iconic species is a crucial matter addressed by numerous conservation campaigners. This assessment tests students' abilities to explore and critically analyse the communication methods used in conservation. They need to think carefully about how conservation messages are communicated directly to the public. An appreciation of the psychology of decision-making and behaviour change is also required in order to provide a critical appraisal of conservation and communication initiatives.</p> <p>Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including: in class and on-line tests and quizzes and problem-solving workshops</p> <p>Assessment criteria will be made available to the students in the module guide at the start of the module. All work is marked using the Department's Generic Assessment Criteria, which in turn has been developed with reference to a range of external reference points, including the QAA Code of Practice on Assessment of Students, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation	100%	
Component B Description of each element	Element weighting (as % of component)	

1. Written Report	100%
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Presentation	100%
Component B Description of each element	Element weighting (as % of component)
1. Written Report	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.